SUSPECT REPORT: DEVON SCHOOL ON TRIAL

For your FINAL WRITING PROJECT OF 2015 you will write a **suspect report** to document your detective findings. This report will be presented to the head of the Devon School to help the school prepare for its defense in the case of the People of the State of New Hampshire vs. Devon School. You will DIRECTLY ADDRESS the following points and SUPPORT YOUR CLAIMS with facts and quotes from the story.

* What happened at the Devon School? Explain the important and relevant facts of the incident in a summary that provides sufficient context and backstory to the incidents concerning Phineas’ injuries and death (introduction paragraph).
* Is Devon School guilty of negligence or not guilty in the death of Phineas under the doctrine of en loco parentis? What did the school do or fail to do and why? (body paragraph 1).
* Are the students at Devon (**Finny, Gene, Brinker**) responsible for the death of Phineas? Review each student’s involvement and consider who is most to blame, somewhat to blame and the least to blame (body paragraphs 2-4).
* What, if anything, should the Devon School have done differently and why? What, if anything, should the students at Devon have done differently and why? What are the important lessons that the School should learn? (conclusion paragraph).

Use the outline to brainstorm your ideas below. Your printed, final typed draft is due at the start of class on **May 22** and should be 2-3 pages long (5 paragraphs). You will have one double period to work on your essay in class. **Please use Times New Roman Font, 12 point and one-inch margins.**



You must **INCLUDE FIVE** words from the LEGAL and LOADED LANGUAGE word bank in your report. Remember to avoid simple language like good/bad/things/stuff/nice/okay/alright and first and second person pronouns like me I you, us, our, my, we etc.

LEGAL and LOADED LANGUAGE: **to get credit for the words, you must underline them in the report.**

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| Premeditated  Dangers  Paranoia  Negligence | Accident  Violations  Discipline  Caution | Supervision  Bullying  Duty of care  Probation | En loco parentis  Disobedience  Justified  Cautious | Reckless  Emotional Harm  Intentional  Impulsive |

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| **INTRODUCTION PARAGRAPH**  WHAT ARE THE FACTS THAT MUST BE KNOWN ABOUT THE CASE? who died, when, why, where, how  Setting details:  Characters’ details:  Backstory details (Summer session, Winter session, relationships, WWII):  Conflict details:  THESIS STATEMENT: |
| **FIRST BODY PARAGRAPH**  IS THE DEVON SCHOOL GUILTY DUE TO NEGLIGENCE IN FINNY’S INJURIES AND DEATH?  **Or**  IS THE DEVON SCHOOL NOT GUILTY IN FINNY’S INJURIES AND DEATH? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  DEFINE *EN LOCO PARENTIS* AND EXPLAIN THE SCHOOL’S RESPONSIBILITIES UNDER THAT LEGAL DOCTRINE:      USE **TWO TEXTUAL EXAMPLES AND TWO QUOTES** TO EXPLAIN THE SCHOOL’S CONDUCT, ROLE IN THE EVENTS, AND MOTIVES. INCLUDE SPECIFIC SCENES from the text. |
| **ARE THE STUDENTS ALSO AT FAULT FOR CONTRIBUTING TO FINNY’S INJURIES AND DEATH? YOU WILL NEED TO RANK EACH STUDENT’S LEVEL OF RESPONSIBILITY AND DISCUSS THEIR CONTRIBUTION SEPARATELY** |
| **SECOND BODY PARAGRAPH**  WHICH STUDENT IS MOST RESPONSIBLE? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  USE **TWO TEXTUAL EXAMPLES** AND **TWO QUOTES** TO EXPLAIN THE STUDENT’S CONDUCT, ROLE IN THE EVENTS, AND MOTIVES. INCLUDE SPECIFIC SCENES from the text. |
| **THIRD BODY PARAGRAPH**  WHICH STUDENT IS SOMEWHAT RESPONSIBLE? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  USE **TWO TEXTUAL EXAMPLES** AND **TWO QUOTES** TO EXPLAIN THE STUDENT’S CONDUCT, ROLE IN THE EVENTS, AND MOTIVES. INCLUDE SPECIFIC SCENES from the text. |
| **FOURTH BODY PARAGRAPH**  WHICH STUDENT IS LEAST RESPONSIBLE? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  USE **TWO TEXTUAL EXAMPLES** AND **TWO QUOTES** TO EXPLAIN THE STUDENT’S CONDUCT, ROLE IN THE EVENTS, AND MOTIVES. INCLUDE SPECIFIC SCENES from the text. |
| **CONCLUSION PARAGRAPH**  WHAT STUDENT CONDUCT WAS WITHIN THE SCHOOL’S CONTROL AND SHOULD HAVE BEEN REGULATED? WHY?  WHAT SPECIFIC STUDENT BEHAVIOR SHOULD THE SCHOOL HAVE FOCUSED ON AND WHY?  WHAT ACTIONS OF THE DEVON SCHOOL COULD HAVE SAVED FINNY’S LIFE?  LESSONS LEARNED BY THE DEVON SCHOOL AND THE STUDENTS? |

**GRADING RUBRIC FOR SUSPECT REPORT WRITING PROJECT**

9-10 points 8-9 points 6-7 points 0-5 points

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| BACKGROUND  INFORMATION  ON THE  SUSPECTS, THE  SCHOOL, AND  THE DEATH | \*You include setting details about about the time and  place and cause of  Finny’s death and  the events that  lead up to his death. You  give a summary of the  main characters, the  backstory and the conflict. | \*You include most of the  events that  lead up to  Finny’s death and  the cause of his death.  You include a summary of  the main characters and  the backstory, but you don’t  explain the conflict. | \*You include some of  the events that lead  up to Finnys’ death.  You include some  character information,  but you leave out the  backstory and the  conflict. | \*You include the  fact that Finny died but few details about  the place, people  or events that  surround his death. The  summary is incomplete. |
| DEVON’S  ROLE AND  ITS LEGAL  DUTY | \*You evaluate the  school’s role in Finny’s  death. You review and  list specific school  employees who did or  did not act  responsibly under  e*n loco parentis*.  You include 4 details, 2  quotes, and specific scenes  that show whether  the school did or did not  sufficiently protect its  students. | \*You evaluate the school’s  role in Finny’s death. You  review the actions of specific school  employees who did or did  not act responsibly under  *en loco parentis.*  You include 3 details,  2 quotes, and specific  scenes that  show whether the school  did or did not sufficiently  protect its students. | \*You evaluate the  school’s role in Finny’s death. death. You review  the actions of school  employees who did or  did not act responsibly under  *en loco parentis.*  You include 2 details,  1 quote, and a specific  scene that  show whether the  school did or did not sufficiently protect its  students. | \*You summarize  the school’s guilt or non-  guilt in a general way  but provide no specific  details, quotes,  or scenes to support  your claim. |
| STUDENT  ROLES  IN SEPARATE  PARAGRAPHS | \*You include 2 textual  examples, 2 quotes, and  specific scenes that relate  to the behavior of  Gene and Finny and  Brinker and consider how  each may be responsible  for Finny’s death. | \*You include 2 textual  details and 2 quotes, and  specific scenes about the  behavior of Gene, Finny, and  Brinker to explain how each  may be responsible for  Finny’s death. | \*You include 1 textual  detail and 1 quote and  a general scene about  the behavior of Gene,  Finny, and Brinker to  explain how each may  be responsible for  Finny’s death. | \*You include a summary  of the boys’ behavior  but no specific details,  quotes, or scenes to  explain how each may  be responsible for  Finny’s death. |
| WHAT  COULD HAVE  SAVED FINNY    WHAT DEVON  SHOULD HAVE  DONE | \*You give 3 examples  of actions on the part  of the school or students  that could have saved  Finny. You identify what  Devon School should  have done differently and  why. | \*You include 2 examples  of actions on the part of  the school or students  that could have saved Finny.  You identify what Devon  School should have done  differently and why. | \*You include 1  example of actions  on the part of the  school or the boys  that could have  saved Finny. You  don’t identify what  Devon School should  have done differently. | \*You include no specific  ways that Finny could  have been saved. You  don’t identify what  Devon School should  have done differently. |
| LANGUAGE AND GRAMMAR | \*You have 0-1 grammar,  spelling, apostrophe, or  capitalization errors,  including sentence  fragments and run-ons.  You use 5 or more of the  words from the word bank  underline them to  get credit. You avoid good,  bad, nice, things, stuff,  okay, me, we, you or I etc. | \*You have 2-3 grammar  spelling, capitalization errors,  including sentence  fragments and run-ons.  You use 4 of the words from  the word bank and underline  them to get credit.  You avoid good, bad, nice,  things, stuff, okay, me, we,  you or I etc. | You have 4-6 grammar  spelling, capitalization  errors, including  sentence fragments  and run-ons.  You use 3 of the words  from the word bank  and underline them to  get credit. You also  avoid good, bad, nice,  things, stuff, okay, me,  we, you or I etc. | You have 7-10 grammar  spelling, capitalization errors,  including sentence  fragments and run-ons.  You use 2 of the words  from the word bank and  underline them to get  credit. You also avoid  good, bad, nice, things,  stuff, okay, me, we, you,  or I etc. |

**Total Grade: /50**